



2016-2017

Application for ECHS Designation

ECHS Applicant: Connally Career Tech ECHS

Application ID: 958065324

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

I. Target Population:

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA).
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic.)
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.
 - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data.
 - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

II. Partnership Agreement:

The ECHS must have a current, signed MOU that:

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation,
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

III. P-16 Leadership Initiatives:

The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s).

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
 - Reviewing the MOU for necessary revisions
 - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement
2. Meeting minutes and agendas shall be publically available.

IV. Curriculum and Support:

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associates degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups.
- 3 The ECHS shall provide students with academic, social, and emotional support in their course of study.

V. Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC Â§4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
 - a. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
 - b. The ECHS shall report to TEA the dates the TSI is administered.
 - c. The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students.

VI. School Design:

The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

1. The ECHS location shall be:
 - on a college or university campus, or

- in a stand-alone high school campus or in a smaller learning community within a larger high school.
 - ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities.
 - ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data.
- 2. ECHS required staffing include:
 - a principal, or program director who has scheduling, hiring, and budget autonomy;
 - an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators; and
 - highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses.
- 3. The ECHS students shall be enrolled in ECHS-only sections for core classes.
- 4. ECHS shall implement an annual professional development plan based on needs assessment of student data.

Contacts

1.1 ECHS Applying for Designation

ECHS Campus Name	Connally Career Tech ECHS	County District Campus Number	161921001
County District Campus Number 2		County District Campus Number 3	
CDC Number Use	☒ Shared With a Comprehensive Campus ☐ Belongs only to the ECHS		
Years Designated	2		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	200 Cadet Way	Mailing Address - Line 2	
Mailing City	Waco	Mailing Zip Code	76705

1.2 School District

District Name	Connally ISD		
Mailing Address - Line 1	200 Cadet Way	Mailing Address - Line 2	
Mailing City	Waco	Mailing Zip Code	76705

1.2.a Second School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

1.2.b Third School District

District Name			
Mailing Address - Line 1		Mailing Address - Line 2	
Mailing City		Mailing Zip Code	

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	Texas State Technical College Waco		
Mailing Address - Line 1	3801 Campus Dr.	Mailing Address - Line 2	
Mailing City	Bellmead	Mailing Zip Code	76705
How many ECHS does this IHE partner with?	3		

1.3 Second Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1		Mailing Address - Line 2	
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.3 Third Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1		Mailing Address - Line 2	
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.4 Education Service Center Region

12

1.5 Person Completing this Application

Title	Mr.	First Name	Gregory	Last Name	Kelly
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Contacts

Connally Career Tech ECHS - 958065324

Phone	254-296-6764	Email	gkelly@connally.org
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1.6 ECHS Principal/Director

Title	First Name	Gregory	Last Name	Kelly
Phone	254-296-6764	Email	gkelly@connally.org	

1.7 Superintendent

First Name	Wesley	Last Name	Holt	
Phone	254-296-6460	Email	wholt@connally.org	

1.7.a Superintendent (District 2)

First Name	Wesley	Last Name	Holt	
Phone	254-296-6460	Email	wholt@connally.org	

1.7.b Superintendent (District 3)

First Name	Last Name
Phone	Email

1.8 Institution of Higher Education Liaison

First Name	Beth	Last Name	Holquin	
Phone	254-867-2019	Email	beth.holquin@tstc.edu	

1.8.a Second Institution of Higher Education Liaison

First Name	Last Name
Phone	Email

1.8.b Third Institution of Higher Education Liaison

First Name	Last Name
Phone	Email

1.9 Authorized Institution of Higher Education Official

First Name	Beth	Last Name	Holquin	
Phone	254-867-3089	Email	bholquin@tstc.edu	

1.9.a Second Authorized Institution of Higher Education Official

First Name	Last Name
Phone	Email

1.9.b Third Authorized Institution of Higher Education Official

First Name	Last Name
Phone	Email

ECHS Projected Enrollment: Show how the school has scaled up or will scale up by filling out the table below to indicate projected enrollment growth by year and grade level. If a grade level is not served, input 0 (zero).

Grades of students to be served:	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2015-2016 enrollment	0	0	0	59	71	42	20	192
2016-2017 projected enrollment	0	0	0	75	75	75	75	300

Instructions:

In the "Percent of High School Students in District" column, use PEIMS data to indicate the percent of students for each demographic category currently enrolled in the district or charter school.

If the ECHS is not currently in operation, complete the district column and input a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to the TEA in the spring.

If the ECHS is not part of a second or third district partnership, please click the buttons at the top of their respective columns in order to auto-fill zeros into the boxes.

Demographics	Percent of High School Students in District	Percent of High School Students in Second District (if multi-district partnership)	Percent of High School Students in third District (if multi-district partnership)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	66	0	0	66
At-risk	59	0	0	58
LEP	1	0	0	3
White	33	0	0	37
Hispanic or Latino	27	0	0	30
Black or African-American	34	0	0	28
First Generation College-Goers	N/A	N/A	N/A	N/A
Other	3	0	0	5

Please indicate the subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses that your ECHS has identified to recruit and enroll.

☒First generation college-goer ☒Hispanic or Latino ☒Black or African-American ☒Economically Disadvantaged ☒Other

If other, please explain:

American Indian 1.0%, Two or more Races 2.0%

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facillitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

The recruitment and enrollment processes and requirements used by Connally Career & Technology Early College High School target, but are not limited to, students who are first in their immediate family to attend and graduate from a 4-year college or university, of an ethnicity that has been historically underserved in a 4-year college or university, from an economically disadvantaged family, at risk of not graduating from high school, and English language learners (ELLs). The ECHS publishes a marketing brochure and has a written admission policy and enrollment application. These documents are available on a the Connally ISD ECHS campus, in our administrative offices, and online.

The recruitment process begins in the 8th grade and they are encouraged, to apply for admission into the ECHS beginning their 9th grade year. Connally Career & Technology Early College High School uses a performance-blind, open-access system that encourages and considers applications from all students. All applicants will have an equal opportunity for acceptance, regardless of background or academic performance.

Although the audience of our recruitment efforts to the Connally Career & Technology Early College High School includes our entire 8th grade population, our demographics for this population meet or exceed the district's proportional demographic representation in the areas of at-risk and economically disadvantaged students.

To prepare students for the rigorous course work to begin in their 9th grade year, applicants will be required to take a career exploration course and a TSI preparation course in the 8th grade.

Prior to beginning the program there is a "Summer Boot Camp" that all entering students are required to participate in.

The 9th, 10th, and 11th graders that have not chosen the program have the opportunity to join the program at any time. The counselors at the regular high school are always on the look out for students that express an interest. When a student expresses an interest or the counselor perceives a benefit to the student they then inform the ECHS. The students in the regular high school from the first day of school see the difference in the two programs since it is a campus within a campus model and this alone is a recruitment tool.

Please describe how the recruitment and enrollment processes and requirements were developed and how they are analyzed, reviewed, and refined.

The recruitment and enrollment processes were developed to ensure an equal opportunity for acceptance, regardless of background or academic performance. We believe that the open-access system that we are using promotes more interest than a more arduous application and acceptance process. We feel that this type of process is less intimidating to our at-risk, economically disadvantaged, and under-represented populations, thus the application process by design encourages participation. We are constantly reevaluating our recruitment and enrollment processes. They are being refined as needed to ensure that we continually focus on recruitment, retaining our at-risk, economically disadvantaged, and under-represented populations. The reevaluation process is influenced by student performance indicators, changes in our target populations, and input from key stakeholders.

Do the answers to the questions for Benchmark 1 meet the criteria for Exemplar recognition, and would you like TEA to consider your ECHS for this?

☒ Yes ☐ No

Do the answers to the questions for Benchmark 1 meet the criteria for Exemplar recognition, and would you like TEA to consider your ECHS for this?

Yes it does meet the criteria for Exemplar recognition and we would like to be considered.

Early College High School campuses are required to have a Memorandum of Understanding (MOU) that is current and applicable to the 2015 -2016 school year. The following required topics must be addressed in the MOU. The following "highly recommended" topics should be considered for inclusion in the MOU. Please indicate the page number in the MOU where the topic is referenced.

Required MOU Topics	Page number in MOU where referenced
The location of the ECHS, allocation of costs and fees, and transportation	4
Administration of statewide instruments under Subchapter B, Chapter 39	2
Grading periods and policies	4
Courses of study	2
Curriculum alignment	4
Instructional materials	4-5
Instructional calendar	3
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	2-4, 5-6
Student enrollment and attendance policies	6
Provisions for discontinuing ECHS operation (see next section for details)	7
- Number of credit hours taken and earned - GPAs - State assessment results - SAT/ACT, PSAT scores - TSI readiness by grade level - Qualifications of ECHS staff - Location(s) where courses are taught	1-2

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	1-4-5
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	3
Procedures for collecting and sharing student and teacher data	4
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	6
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	4-5
Provisions for implementing program improvements based on the collection and review of the following data: - Articulation of high school students in four-year colleges/universities and level of entry - Enrollment/retention rates, leaver codes, and attrition rates, by grade level - Student participation in activities at IHE	4-5

Do the answers to the questions for Benchmark 2 meet the criteria for Exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

P-16 Coordination and Communication

The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Please list the dates that this group met during the past school year in the format "mm/dd/yy".

12/10/15, 12/02/15, 11/18/15, 11/04/15, 10/28/15, 10/07/15 09/30/15 09/24/15/ 09/23/15 09/16/15

Please list the first and last names and titles of the group members. Fill all fields. Write "N/A" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	Wesley Holt
Cirriculum & Instruction or Equivalent	Dr. Sandra Hancock
ECHS Principal or Director	Gregory Kelly
IHE President	N/A
IHE Provost	N/A
Dean of College of Education	Dr. Dale McCall
ECHS Liaison	Beth Holquin
Outreach Coordinator	Sheryl Kattner-Allen
VP of Student Learning	Dr. Dale McCall
Principal CHS	Jill Talamantez

What are the functions of the group? Briefly summarize the topics/issues they have addressed, decisions they have made, and the accomplishments they are most proud of.

The primary function of this leadership team is to work collaboratively in an effort to make decisions about the program and services being offered to the ECHS students and their families. Specific issues that this group has addressed include applicable pathways to be offered to ECHS students, format/location in which courses will be delivered (i.e. online, ECHS campus, IHE campus) issues related to communication between the IHE and ECHS, new and/or changing policies, curriculum alignment, cooperative staff development, scheduling, and transportation. The ECHS principal and the IHE liaison are jointly responsible for the overall relationship between the IHE and ECHS.

There has been a wide range of issues addressed by this group. A subgroup of the main Leadership Group meets weekly to bi-weekly to work out logistical issues. That group then meets and keeps the remainder of the team members that are not meeting as frequently apprised of all developments. Issues addressed :creating a campus with-in a campus structure at the ISD. The opening of a dedicated wing strictly for ECHS students. Transportation related issues. Policies and procedures between the two institutions. The IHE and the ISD have both faced enormous changes individually. The ECHS has experienced issues with leadership changes. TSTC with the unification of all campuses state wide and the ISD with the opening of the ECHS dedicated wing location along with leadership changes.

The accomplishment we are most proud of is that after the completion of our second full year we will have two students receiving their Associates degree; this is phenomenal!!

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here. Otherwise, please fill in "N/A".

N/A

Do the answers to the questions for Benchmark 3 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates's degree or at least 60 semester credit hours toward a baccalaureate degree. Please indicate how students will progress toward this goal by completing the course crosswalk below. (Important notice about summer school: The 60 college credit hour plan must be fulfilled during the school year unless the ECHS is a year-round school or provisions are made to provide all ECHS students with access to the summer courses. Courses offered during the summer must be supplemental or available at other times of the year.)

**note: For dual credit courses, please indicate whether the course is taught by someone who is primarily IHE staff or ISD staff and whether the course is taught primarily in person or via distance learning.*

Please indicate the endorsements that will be offered to students. The endorsements include: STEM, Business, and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

Stem, Business, Multi-disciplinary, Public Service

Please indicate the associate's degrees that will be offered to students.

Architectural/CivilDraftingTechnolosv
ECHS.ACD.AAS Architectural/CivilDraftinsTechnology,
ECHS.ACM.AAS Auto Collision & Management Technology - Generalist Specialization,
ECHS.ACM. REF.AAS Auto Collision & Management Technology - Refinishing Specialization,
ECHs.ACM. R EF.AAS Auto Collision & Management Technologv - Repair Specialization,
ECHS.ADE.AAS ArchitecturalDesign&EngineeringGraphicsTechnology,
ECHS.ADT.AAS Aircraft Dispatch Technology,
ECHS.AGT.AAS ARgricultural Technology,
ECHS.AMA.AAS Aircraft Airframe Technology,
ECHS.AMP.AAS Aircraft Powerplant Technology,
ECHS.ATC.AAS Air Traffic Controller,
ECHS.AUT.AAS Automotive Technology
ECHS.AUT.CRS.AAS Automotive Technology AutomotiveTechnologyChryslerSpecialization,
ECHS.AUT.TOY.AAS Automotive Technology Toyota T-Ten Specialization,
ECHS.AVI.AAS Avion ics Technology
ECHS. BCT.MGT.AAS Building Construction Technology - Management Specialization,
ECHS.BCT.PMI.AAS Building Construction Technology - Project Management & Inspection Specialization
ECHS.BET,AAS Biomedical Equipment Technology
ECHS.BIO.AS Biology
ECHS. BMT.O FM.AAS Business Management Technology - Office Management Specialization
ECHS.BMT.OPM.MS Business Management Technology - Operation Management Specialization
ECHS.CAD.AAS Computer Aided Drafting & Design Technology
ECHS.CAM.AAS ComputerAided Manufacturing Machinist
ECHS.CDC.AAS Chemical Dependency Counseling
ECHS.CDM.AAS Cloud & Data Center Computing
ECHS.CHT.AAS ChemicalTechnology
ECHS.CLN.AAS Culinary Arts
ECHS.CMT.AAS Computer Maintenance Technology
ECHS.CNM.AAS Computer Network Maintenance
ECHS.CNS.AAS ComputerNetworking&SystemsAdministration
ECHS.CNS.CIS.AAS Computer Networking & Systems Administration - CISCO Specialization
ECHS.CNT.AAS Computer Networking & Security Technology

Please indicate the Level 1 and Level 2 certificates that will be offered to students.

1 Auto Collision Generalist
2 Auto Collision Generalist
1 Auto Collision Refi nishing
2 Auto Collision Repair
1 Agricultural Operations
2 Aircraft Airframe Tech nicia n
2 Aircraft Powerplant Technician
1 Automotive Technician
2 Automotive Technician
1 Ford Maintenance & Light Repair
1 Automotive Maintenance & Light Repair
2 Automotive Technology Toyota T-Ten Specialist
1 Avionics Ramp Testing
1 Building Construction Technology
1 Building Construction Craftsman

- 2 CAD Mechanical Drafting Technology
- 1 Computer Aided Manufacturing Machinist
- 2 Computer Aided Manufacturing Machinist
- 1 Chemical Dependence Counselor
- 2 Culinarian
- 1 Culinary Assistant
- 1 Culinary Specialist
- 1 Computer Maintenance Technician
- 1 Home Integration Technology
- 2 Computer Network Maintenance
- 2 Computer Networking & Systems Administration Computer Tech Support
- 2 Cyber Security
- 1 Dental Assistant
- 1 Diesel Equipment Technology-Heavy Truck
- 2 Diesel Equipment Technology-Heavy Truck
- 1 Diesel Equipment Technology-Off Highway Equipment
- 1 Diesel Equipment Technology-Outdoor Power Equipment

Please indicate how the ECHS will monitor student progress and use student data to support success.

Each student is assigned a mentor. The mentor is responsible for the student from the time they enter the program. The mentor will be required to meet with the mentee a minimum of once every two weeks. If the student expresses a need or concern, or the data indicates intervention is necessary, the mentor notifies the appropriate individuals and support is provided immediately. At the mentor meetings, the student is required to give a report on their individual progress.

Policy has been changed and adjusted based on the data that we have received over the past couple of years in the program. Example: Our students are having extreme difficulty with on line only college classes. Based on the past results, the ECHS carefully considers each individual case prior to allowing a student in a college on-line only class.

Please indicate how the ECHS will provide academic support to the students by personalizing the learning environment.

The mentors will be assigned to the individual students for the entire year. This will facilitate both mentee and mentor to get to know each other well and build a strong, personal, trusting, and supporting relationship. Each faculty member at the ECHS is available for tutoring either prior to or after school every day except Friday afternoon. This gives every student the opportunity to meet with the teachers in a one on one setting. The district provides transportation to almost all students in the mornings that desire to take advantage of this opportunity. The district provides transportation to all students living in the district in the afternoons after school.

Every class at the ECHS is on a Learning Management System (LMS), and every student has a school issued lap-top. This enables every student the opportunity to work at home after hours and communicate individually with each instructor.

Please indicate how the ECHS will provide social and emotional support to the students.

The ECHS has implemented a mentorship program assigning each student to a faculty or staff member. It is hoped that a positive rapport will be established and this will add needed emotional support. Classes will be held at the ECHS while the IHE does not have scheduled classes and the students will be directed in collaborative group discussions about the experience of attending high school and college at the same time. Team building exercises will be facilitated at this time creating a "we are in this together" attitude. Many of the classes at ECHS are flipped. The students are learning to work better in collaborative groups. This will be continued and hopefully a camaraderie will continue to be established.

Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☒ Yes ☐ No

Please provide additional information about the exemplar activities related to this benchmark below.

The program is just in the second year, and two ECHS students are slated to receive their AAS degrees at graduation. This is evidence that there are systems in place to meet many of the implementation criteria. We are only in our second year so it is still too early to be able to meet the requirement of graduating most students with an associates degree, but all have academic plans. In addition we are monitoring performance by student groups.

TSI Testing and Success	
Please list the dates that this group met during the past school year	03-27-15, 04-17-15, 04-24-15, 04-27-15, 04-28-15, 04-30-15, 05-01-15, 05-08-15, 05-19-15, 05-20-15, 05-21-15, 06-01-15, 11-06-15, 11-20-15
Please list the dates that the TSI will be administered in the coming year	Monthly
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	☒ ECHS is a TSI assessment site ☐ IHE administers the TSI

Please describe a plan for the ECHS to achieve TSI success. Include information about academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.

For all ECHS students all fees are waived and paid.

The IHE calendar does not match the ECHS calendar and this frees a couple of weeks during the year for training. The IHE does not have classes scheduled when the ECHS does have scheduled classes: a week prior to the Fall start, a week prior to the Christmas break, and a week after the new year break. This opens opportunities for the ECHS to seamlessly provide interventions to those in need. The ECHS uses this time for additional TSI preparation. Additionally, during the summer BOOT Camp each year TSI success strategies will be discussed and taught and TSI preparation classes will be offered during the year.

Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☒ Yes ☐ No

Please provide additional information about the exemplar activities related to this benchmark below.

The summer Boot Camp, and the two weeks during the school year are times used to focus on TSI assessment. All students are tested and are given additional training when needed to improve their scores in order to be TSI compliant. The ECHS is a TSI assessment site and the tests are made available frequently.

ECHS Site Design

What is the design of the ECHS model for which partners are requesting designation?

- ☐ ECHS on a college campus
- ☒ Not located on a college campus
- School with-in a school

Please describe when and how the ECHS students will make use of IHE academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities. If the ECHS is located on a college campus, just write, 'ECHS is on a college campus.'

The ECHS students are issued a TSTC identification card, and have access to all services that any other student would have access. The Id's allow them all the same privileges as a regular college student (library, gym, student services). Most of the ECHS students are transported to the IHE and are on the college campus for their specific classes. At the beginning of each school year, all ECHS students attending TSTC are given a tour of all the facilities and many of the opportunities are explained at that time.

If the ECHS shares a campus number, partners must agree to collect and disaggregate ECHS student data from school-wide, non-ECHS data in order to show outcomes specific to the ECHS.

- ☒ The campus number is shared and the partners agree to collect and disaggregate data
- ☐ Not applicable

School Design: Staffing

Please describe all duties and responsibilities of the ECHS principal or director. Explain the principal or director's role in scheduling, hiring, and budgeting for the ECHS. If the ECHS principal or director has any duties or responsibilities unrelated or in addition to ECHS leadership, please explain.

The ECHS principal has an active role in scheduling setting the guidelines to be followed for the scheduling of classes for individual ECHS students. The ECHS model is a campus within a campus. Thus, the student schedules must be aligned and this requires a great deal of time, flexibility, and planning. The principal plays a very active role in working with the ECHS counselor, the high school principal, and the high school instructional specialist to insure compatibility between all three systems.

The ECHS principal is responsible for all areas of hiring: reviewing applications, calling prospective applicants, scheduling interviews, creating interview committees, the interview, and making recommendations to the district on selected personnel.

The ECHS principal is involved in submitting budget projections and is also in budget planning meetings at the end of each year. At the start of the new year, it is then the high school principal's job to insure that the program is meeting projections and the campus does not exceed allotted spending.

Please describe the duties and responsibilities of the IHE liaison for your ECHS, including how frequently he or she meets and/or works with the ECHS principal/director.

The IHE liaison basically handles everything that relates to the ECHS students pertaining to TSTC: all enrollment, registration, teacher issues, just anything that has to do with the ECHS students at the IHE. The ECHS principal and the IHE liaison have a set weekly meeting on Wednesday at 8:30am. Many times in addition to the scheduled meeting there will be drop by meetings in which a pressing item that needs immediate attention will be addressed. The scheduled meetings alternate locations between the two sites.

Is the IHE liaison working with other ECHS campuses?

☒ Yes ☐ No

Please list the other ECHS campuses the IHE liaison works with.

Rapaport Academy and La Vega High School

Which statement best represents the assignment of the ECHS teachers?

- ☒ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ The ECHS will employ highly qualified teachers who, within four years, will be reporting only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ Other

If other, please describe below:

Please describe the annual professional development plan, teacher mentor programs and/or opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

The ECHS uses PDAS and combining it with other observations, student performance data, and teacher surveys training is given at their weekly scheduled Professional Learning Committee (PLC) meeting. The ECHS teachers meet weekly with the regular campus and all receive training based on the immediate needs. These meetings are directed by the High School Instructional Specialist. All new teachers are assigned a mentor who is a teacher that has been in the district a minimum of a year and it is the mentors responsibility to assist and aid the mentee.

All teachers are encouraged to attend workshops and training at the regional service centers, and many other places that offer educational training that the individual and district feels would help them in their teaching ability (conferences, campus tours, CTE symposiums, SKILLS USA, Avid, TLI etc.).

All adjunct instructors are required to attend a yearly instructor orientation/training session and also are given opportunities to attend faculty professional development activities with the IHE.

Which statement best reflects the enrollment policies regarding ECHS students?

- ☐ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☒ The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

If other, please describe below:

- ☐ Other

N/A

Do the answers to the questions for Benchmark 6 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

- ☐ Yes
- ☒ No

Supporting Documents

Program Requirements

Verify the ECHS campus has the most current versions of each required attachments on file at the campus by checking the boxes below.

The following documents must be submitted for fulfilling the submission requirements of this application:

- Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers the 2016-2017 school year, a signed version covering the 2015-2016 school year or an unsigned version covering the 2016-2017 school year can be included in this application.

- ECHS recruitment and enrollment documents:** Written policies, application and evaluation documents, etc. covering the 2015-2016 school year. If policies, applications, evaluation, etc. covering the 2015-2016 school year are not finalized, the 2014-2015 documents may be submitted. Documents from 2014-2015 should be submitted with a letter of explanation indicating that the documents are from the previous year. The letter should also describe any changes the ECHS intends to make to the documents.

- ISD Letter of Support (District 1):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 2):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 3):** The ECHS must have a current, signed letter of support from each partnering ISD.
- IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

Note: To upload a new version of a document, simply drag it into the box where the current document is showing.

MOU



CONNALLY CAREER TECH ECHS MOU - DRAFT 2016-2017.docx

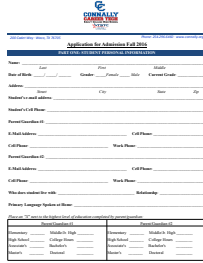
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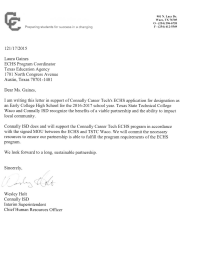
Expected date for final draft:

05-30-2015
(mm/dd/yyyy)

ECHS Recruitment and Enrollment Form



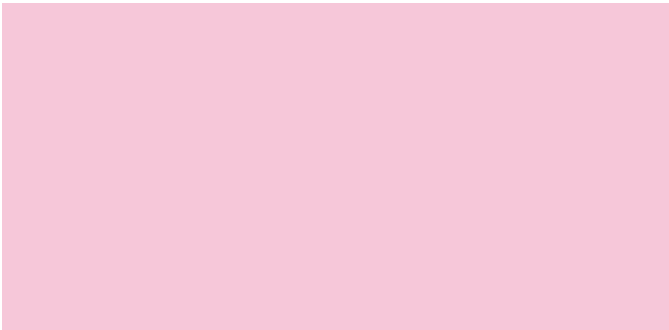
Letter of Support from District #1



Status

☒ Final ☐ Draft

Letter of Support from District #2



Status

☐ Final ☐ Draft

Texas Education Agency

Application for Early College High School Designation

Generate PDF of Application

Connally Career Tech ECHS - 958065324

Expected date for final draft:
12-17-15
(mm/dd/yyyy)

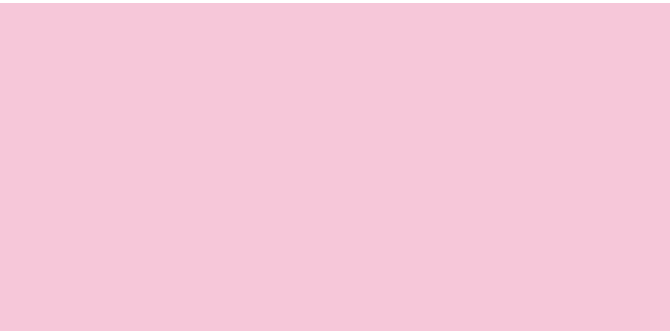
Letter of Support from District #3



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☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Letter of Support from IHE Partner #2

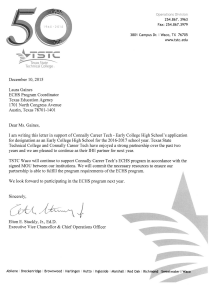


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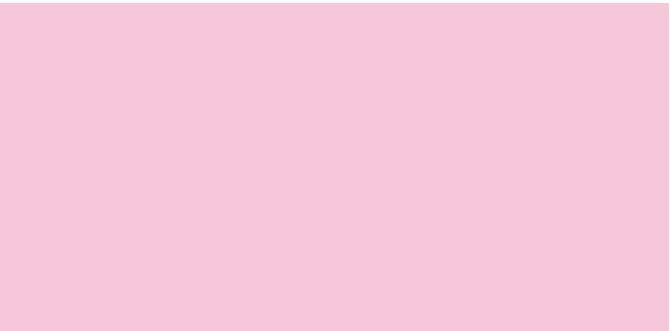
Letter of Support from IHE Partner #1



Status
☒ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Letter of Support from IHE Partner #3



Status
☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Other Supporting Documents



ECHS Student Parent Contract & Document of Understanding.docx